



THE FACING HISTORY SCHOOL

STUDENT HANDBOOK

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Dear students and parents/guardians,

Please carefully read the entire Student Handbook. When you are done, both student and parent/guardian must sign the Student Handbook Contract and return it to the main office.

The Facing History School believes in creating and entering into agreements between students, staff, parents and the FHS community. A contract is a means of identifying and achieving goals as well as a document that reflects group consensus on what is important to the community. Each student and parent/guardian will sign a community contract upon entering into the school .

Student Name: _____

Advisor: _____

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Introduction

Welcome to The Facing History School! At FHS, our mission is to graduate students who are:

- ✦ Lifelong learners with the skills and knowledge for academic and professional success.
- ✦ Prepared for the responsibilities of being active, thoughtful participants and leaders in a democratic society.



We believe that our relevant, academically rigorous program and the supportive, caring structures that we have in place make us more than just an excellent school, but an *excellent learning community*. With the guidance of our lead partner, Facing History and Ourselves (FHAO), our students will go on a four-year journey to prepare for the ethical and moral decisions of adulthood. Our school's activities, structure, and curricula are centered around four themes:

- ✦ Identity
- ✦ Caring and Responsibility
- ✦ Decision Making
- ✦ Choosing to Participate

The Facing History School recognizes that organization assists students in being prepared for classes and life. As a staff we have met and agreed on items that we believe will assist students in this process. The school will PURCHASE all notebooks, pens, pencils, journals and other materials necessary for all classes in September. In order for us to continue doing this every September for all students, we only request that students purchase needed items from the school store once they have finished their supply (i.e. pens, paper, journals, etc.).

- ✦ *Students will have to purchase attire appropriate for Gym.*
- ✦ *Students must also purchase locks from the school for \$2.50. Only school issued locks can be used for lockers.*

Our Lead Partner



The Facing History School's lead partner, Facing History and Ourselves, brings over twenty-seven years of recognized quality and expertise to the effort of promoting civic engagement in schools by supporting teachers with curriculum, resources and methodology. This internationally recognized educational organization uses an in-depth study of history and the present, literature and science, to help schools teach about the dangers of indifference and the value of civility. FHAO uses timely and relevant resources to create a 'living' curriculum that promotes critical and creative thinking while preparing students for participation in a democratic society.

Through this curriculum, students gain multiple perspectives while making informed choices and constantly asking, *What do I want to do with my voice? What kind of a world do I want to live in?, and How can I make that happen?* FHAO's curriculum is structured to support and increase literacy skills for all students. Furthermore, students who have participated in FHAO classes demonstrate heightened social concern and increased sensitivity to the plight of others. At The Facing History School, the rigorous and motivating curriculum and vision of FHAO will be interwoven into our classrooms and community through four essential themes:

- ✦ **Identity:** How do I see myself? How do I see others?
- ✦ **Caring and Responsibility:** Whom do I care about? For whom am I responsible?
- ✦ **Decision Making:** What can I learn from the decision of individuals and communities in the past and today? What informs my own decision?
- ✦ **Choosing to Participate:** What kind of community, nation and world do I want to live in? How can I help make it so?

Advisory Group—The Heart of FHS

FHS is committed to challenging its students on many levels: to use their voices, work hard, think critically and participate within the school community as well as the larger world. In order for students to achieve success, the faculty at FHS plans to provide a framework of support, maintain relationships with parents/guardians and stay on top of each student's academic development. In the advisory, students will create their own websites, learn important social and academic skills and complete community service requirements. Using the four "R's" (Rigor, Relevance, Respect and Relationships) the advisory serves to create a space for students to learn and grow. Our many goals for advisory group are:



- ✦ Build school community
- ✦ Develop leadership skills in students
- ✦ Help students navigate the confusing world of adolescence
- ✦ Explore ethical and moral dilemmas in and outside of the school community
- ✦ Increase student literacy
- ✦ Provide academic support
- ✦ Maintain relationships with parents/guardians and provide information on their child's academic journey
- ✦ Guide students toward 11th and 12th grade portfolios
- ✦ Help students plan for post-secondary options
- ✦ Provide structured opportunities for community service

Advisories will be involved in two sets of portfolios. The first is the Habits of Learning Portfolio where students, along with their academic teachers, collect their best work that demonstrates proficiency and mastery in all the habits of learning from 9th to 11th grade. In order to graduate from the 11th grade into the senior institute, students must successfully complete and present their Habits of Learning Portfolio.

The Advisory is the place where this work is collected and entered into the students' electronic portfolio. Advisors must continuously inform both students and parents of each individual's progress. Thus, well before 11th grade, students should already have material demonstrating proficiency, mastery and growth in a number of subjects. At the end of each school year, after academic subject classes have held their roundtables, students will practice presenting their Habits of Learning Portfolios in their advisory

The FHS Educational Community



Students will be a part of a supportive and nurturing, yet academically rigorous, environment that will allow them to become sophisticated critical thinkers and decision-makers. In order to support our students' moral and intellectual development, it is crucial that the students feel like they are part of a rich, safe academic community. The keys to our community at FHS lie in what we call **the four R's**:

Rigor, Relevance, Respect and Relationships

- ✦ **Rigor** – Intellectual and artistic achievement will be honored and celebrated. School is, first and foremost, a place for students to push themselves and to be pushed to achieve at the highest levels. Students will also be aware that they are “in this together” – we will encourage cooperative learning environments over competitive ones, and we will also acknowledge multiple intelligences, interests, strengths and challenges.
- ✦ **Relevance** – Academic achievement and creativity does not exist in a vacuum. The school's mission is, in fact, to help students use their knowledge and skills to work for a just, equitable, and compassionate world. School work, academic and otherwise, will help students develop the knowledge, experience, and skills they need to plan for life after school, including higher education and/or professional vocations.
- ✦ **Respect** – In order for students to grow academically, creatively, and morally, they need a safe space to take risks. All members of the school community deserve respect for themselves and their ideas. We will encourage vigorous debate and expression of individual voice, but through the use of active listening and conflict resolution techniques. The Facing History School will be a safe space for innovative and emotional charged ideas to be discussed since students will not be shamed or bullied into certain opinions.
- ✦ **Relationships** – This is the element that holds the school community together. Without meaningful relationships between faculty, students and families, FHS cannot reinforce or promote our desired culture of rigor, relevance, and respect. Such relationships model the interpersonal skills that the students will need in order to be leaders and advocates for social justice in a democracy.



groups in preparation for 11th grade. The final Habits of Learning Portfolio Roundtables are coordinated within the 11th grade advisory. Advisory is considered an academic class and graded as such.

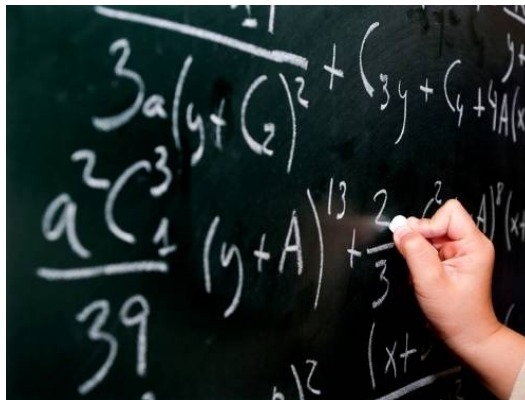
In addition, students will have an advisory group journal; essentially a portfolio of their experiences, feelings, and research involved in community service throughout their high school years. These journals/portfolios will become part of the larger Choosing to Participate portfolio needed for graduation.

Although students are receiving Regents exam preparation in other classes, advisors also monitor their students' progress in passing the exams and offer help where appropriate. Advisors will also guide and support student progress in passing classes and receiving the required number of credits for graduation.

Academic/Student Services

Intake

All students in the New York City area who have successfully completed 8th grade are eligible to apply. As part of our ongoing recruitment process, the intake committee will participate in the High School fairs, communicate with Guidance Counselors in Middle Schools throughout the year and hold information seminars for prospective students and parents.



Registration for classes

One of the privileges and obligations of our students is to discuss their class choices and credit needs with their advisory at the beginning of each academic cycle. It is the responsibility of the student to meet with the advisor at the appointed time. Any student who misses his/her appointment will be marked absent and must register after the rest of the school has finished.

9th and 10th graders have the opportunity to offer input in selecting their elective classes.

11th and 12th graders have the opportunity to choose electives as well as some academic subjects.

Graduation Requirements

In order to receive a diploma from FHS, a student's

Graduation Committee must attest to the completion of the following requirements:

1. A program of completed courses that meet New York State requirements:

English	8 credits
Mathematics*	6 credits
Social Studies	8 credits
Science*	6 credits
Health	1 credit
Foreign Language	2 credits
Fine Arts	2 credits
Gym	8 credits



*Students must take a minimum of 3 years of Mathematics and Science courses.

2. A passing grade on five Regents Exams:

Math

Science

US History and Government

Global History and Geography

English and Language Arts

3. Completion and Presentation of Panels & Portfolio Roundtables

(9th & 10th Grade)

4. Completion and Presentation of four Performance Based Assessment Projects:

Literary Analysis Paper

Historical Research Paper

High Level Math Project

Scientific Research Project

5. Completion and Presentation of Choosing to Participate Senior Project and Portfolio

The first two requirements are mandated by New York State. The last three are unique to the Facing History School and serve to drive our four-year curriculum:

6. Completion of 400 hours of Community Service

7. Habits of Learning Portfolio – a portfolio of student work and reflection collected from courses taken throughout the students 9th, 10th and 11th grade years at FHS. In order to advance to the Senior Institute year, students must complete and present this portfolio in January or June of their 11th grade year. The four Habits of Learning that must be demonstrated by the portfolio are independence, interdependence,

interpretation and voice.

8. Four Senior Performance Based Assessment Pieces – These four projects (Literary Analysis Paper, Historical Research Paper, High Level Math Project and Scientific Research Project) will be completed and assessed during the senior year in the appropriate subject matter classes. Seniors select one subject to present and defend their project to a committee. The other three projects will be assessed by the teachers of those classes.

9. Choosing to Participate Senior Project and Portfolio – this project and portfolio is a group effort in which students design and implement a proposal to address a social issue facing the community, nation or world. The Choosing to Participate Senior portfolio also consists of a collection of self-reflections from 9th through 12th grade about the process of participating in social action.



Habits of Learning

Student portfolios should demonstrate proficiency in the four Habits of Learning:

- ✦ Independence
- ✦ interdependence
- ✦ Interpretation
- ✦ Voice

Independence enables a student to make appropriate decisions and choices. They need to learn the skills to help them organize, manage and take initiative in their lives as well as plan for the future. Students must be able to access a variety of information so they can make informed decisions.

Interdependence requires collaboration and the ability to negotiate and compromise while working with others. Such social interaction skills are necessary for students to understand how their decisions affect not only their lives, but also their community.

Interpretation demands critical thinking and analysis. Students need to learn how to

read for understanding and to assess point of view and perspective. Students also need to know how to interpret data and use maps, equation sand the scientific method to better understand our surroundings and ourselves.

Voice is the keystone for both academic success and civic participation. Students will learn the skills they need in order to communicate with others, voice and defend their opinions, and express their own ideas.

Portfolio Roundtables:

Student will present their academic subject portfolios at the end of every semester and/or year in roundtables. Each student will be placed in small groups with one facilitator (typically an FHS staff member or adult guest) and given roughly a half hour to present their work from the semester. Student cover letters reflect on their learning process as well as address the Habits of Learning skills mastered during the course. Student projects and assignments are displayed and discussed during the roundtables.

Roundtables ensure that students reflect on their learning and practice presenting their work in public. The roundtables provide accountability to students since the presentation to an audience helps motivate and inspire their best work. Roundtables are not meant to be evaluative; they are reflective and celebratory.



School Service

Service and civic participation are a focal point of the curriculum at FHS. Students will participate in the life of the school through various community tasks assigned to each advisory group. These tasks may include running a school store, a school community/spirit group, school hospitality (for prospective students and visitors) and an environment committee.

9th and 10th grade:

Advisories choose various FHS community tasks such as running a school store, creating a school newspaper, heading a school community/spirit group or organizing a school hospitality committee for prospective students and visitors.

Participating in a Community Service Day where all students participate in service in NYC coordinated by school office and advisory groups.

Speaker series – with Facing History and Ourselves, the school will coordinate a series of guest speakers on issues of civil and human rights. Advisories will be asked over the course of the year to take specific action (fundraising, letter writing, petitions, etc) on issues that inspired them.

11th grade:

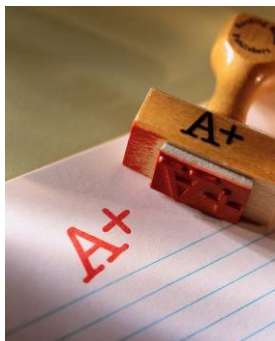
Community Service – students will be expected to do 20 hours of community service over the course of the year outside school hours. Students will write action plans and proposals for their service.

11th and 12th grades:

Students participate in the school community through various leadership committees. Each advisory should have at least one (and probably more than one) representative on these committees. They include a Leadership Committee, a student court, conflict resolution committee, etc.

12th grade (Senior Institute):

The Senior Institute will provide a culminating experience for the students' participation. The student will be involved in a year-long Choosing to Participate (CTP) seminar/ project class that will result in the presentation of a CTP portfolio covering four years of difficult, thoughtful and inspiring community action.



Evaluation:

Part of our philosophy is that all community members must learn to

give and receive constructive feedback about their performance in the community. This includes constant evaluation from teachers as well as formal evaluations at the mid-cycle as well as the end of each academic cycle.

Letter and Number Grades:

A+ 97-100	B+ 87-89	C+ 77-79	Fail 0-64
A 93-96	B 83-86	C 73-76	
A- 90-92	B- 80-82	C- 65-72	

Once a student loses partial credit in a class, the highest grade possible is a B-

Once a student loses full credit, they automatically fail the class.

Loss of Credit:

Students may lose credit in all classes, including advisory, if they have exceeded the allowed number or excused absences (4 absences = partial loss, 10 absences = full credit loss) or lateness. Students may also lose credit in classes if they miss their portfolio presentation or fail to hand in assignments (to be determined by the teacher).



Student Achievement Recognition:

Individuals who receive high marks in their academic subjects will be recognized each academic cycle by the following means:

Principals List

Student receives straight A's and earns full credit

Honor Roll

Student passes all classes with a B+ or higher and earns full credit

Merit Roll

Student passes all classes

School-wide Achievement Recognition:

School-wide Honor Roll – if the entire school community passes all classes with a B+ or higher and earns full credit, the community will celebrate with two of the following:

- ✦ A special school trip for entire FHS community.
- ✦ A special school party.

School-wide Merit Roll – if the entire school community passes all classes, the community will celebrate with one of the following:

- ✦ A special school trip for entire FHS community.
- ✦ A special school party

Individual Achievement Celebrations:

Each academic cycle, individual student achievement will be recognized within their advisories. These achievements may include, but are not limited to:

- ✦ 100% attendance
- ✦ 100% participation in dress code policies
- ✦ Outstanding achievement in academic subjects
- ✦ Advisory group leader



- ✦ Individual achievement will also be recognized by the entire school. These recognitions may include, but are not limited to:
- ✦ Outstanding Student Leadership
- ✦ Outstanding Community Service and Outreach

Student Code of Conduct

The rights and responsibilities of all community members:

- ✦ All community members have the right to be treated with dignity and respect.
- ✦ All community members are accountable to each other as individuals and as part of a group.
- ✦ All community members must understand that their right to free speech does NOT include the right to defame another person through profanity; sexist, racist or homophobic language; or any other forms of expression.



All community members must abide by the policies and procedures set forth in this handbook. They can influence changes through discussion in Advisory and Student Government if policies and procedures are judged to be ineffective.

Student rights and responsibilities:

All students are required by the community to cooperate with staff and other students to promote an environment of safety, well-being and learning in FHS.

All students are accountable within the community for their own learning.

All students should think ahead to create, with the help of the community, their future goals and use all resources that are available to assist them in this process.

All students must partake in the governance of the school by being a part of various

school committees and suggesting and implementing ideas for school improvement.

All students will use respectful and appropriate language while on school grounds. This includes in-class writing, papers, song-lyrics, poetry and in conversation with staff and other students.

Attendance

Attendance at both school and within each class is mandatory to obtain full credit. There is a maximum of 4 absences per academic cycle. Students are expected to check-in each morning with their advisor and remain in school until the end of the day except for the following reasons:

Excused absences - documented absences such as hospitalization, family deaths, court or social services will be taken into consideration. Letters from doctors, parents/guardians are considered with phone verification.

Illness - if a student cannot attend school because of illness, a parent/guardian must call the office and leave a message for the student's advisor. The homes of absent students will be called daily. Absences due to illness are understood but not excused.

If a student wants an absence to be considered as excused, they must bring a letter to the office. The office will then make a copy and return the original to the student, who must bring to each teacher. The teacher will sign the note and change their individual attendance records. Students are responsible to take the signed note back to their Advisor, who will keep the signed original on file.

Absence Policy:

Students are allowed four absences each academic cycle (unless absences are excused).

After those four absences are used, a student automatically loses a half credit.

After ten absences, a full credit is lost.

Five consecutive absences without contacting the school will result in a warning letter mailed to the students' home.

Ten consecutive absences without parental contact will result in a meeting with the student, parent and advisor. If a student is under 17, ACS will be notified.

Fifteen consecutive absences without parental contact will result in a meeting with the student, parent, advisor and principal. If a student is under 17, ACS will be notified.

Twenty consecutive absences may result in discharge from the FHS learning community, according to the Department of Education Guidelines.

Absences which do not count towards the loss of credit include, but may not be limited to, the following:

- ✦ School related activities
- ✦ Suspensions: in-school or out-of-school
- ✦ "Special" absences:
- ✦ Class meetings
- ✦ Field trips
- ✦ Sports or other school approved extracurricular activities
- ✦ Scheduled office and guidance appointments - Normally, scheduled office and guidance appointments should occur during non-class time.
- ✦ Religious Observance

Cutting Policy:

Cutting is unacceptable. A cut is considered an unexcused absence. Students who cut will have their homes called IMMEDIATELY. Students who cut single classes, half-days or full days will be susceptible to the following procedure:

- ✦ **First cut:** A verbal warning will be issued by the advisor and phone call home to parents.
- ✦ **Second cut:** Student is asked to sign a cutting contract. The student's parent will be notified.
- ✦ **Third cut:** If a third cut occurs, the parent will be asked to meet with the Principal (or Assistant Principal) and the student's advisor. A second contract will be created and both parent and student will be asked to sign. The student will serve detention.
- ✦ **Fourth cut:** Student will lose half a credit in that class and will meet with the Principal.

Lateness Policy:

Lateness is also unacceptable. "Late" means entering the school or a classroom after school/class has officially started. The school day starts at 8:20 am. Between classes, students are allowed a five-minute passing time to talk to friends, meet quickly with teachers, use the lavatory or go to the office and therefore are responsible for making it to their classes on time.

Students are permitted to enter the building at 8:00. Students who come late must go to the main office (room 219) to get a late pass. Students who enter the West 50t Street Campus after 9:00am need to get a principal escort to The Facing History school.

Students are expected to check in with their Advisory before 8:20 for the beginning of the school day. If students do not check in with their Advisor, they are marked absent and the office will call home and it may affect the student's grade.

The school will telephone the homes of late students.

Three latenesses equal one absence in your academic classes (this includes Advisory).

Students who continuously arrive late must attend a Time Management Seminar after school. If the student does not attend the Time Management seminar then the student and their parent/guardian will meet with the principal and Advisor.

If a student misses a detention, their parents are contacted and they must come to school to meet with the Advisor. A student may be asked to wait in the office until a parent can be contacted. Students late to school will receive detention for one hour.

Attendance Recognition:

Students are expected to attend school daily. High attendance will be recognized each month through the following means:

School-wide – if the entire school community maintains a 95% attendance rate for an entire month, the community will celebrate with one of the following:

- ✦ A special school trip or party for entire FHS community.
- ✦ A community lunch.

Advisory – if an advisory group maintains 100% attendance (meaning no absences, cuts or lateness) for ten days and have 100% dress code, the advisory will receive: A pizza party or movie tickets.



Policies and Procedures:

The Facing History School follows the guidelines listed in the Chancellor's regulations

Facing History School Policies:

Dress Code Policy:



The dress code is meant to unify the Facing History School community as well as inspire a sense of professionalism among students.

- ✦ Students will wear a collared white shirt (button-down, polo, blouse, or shirt) and black pants or black knee-length skirts.

- ✦ Students are not to wear underclothes of a different color. If other colors can be seen under the white collared shirt, they are considered out of dress code.
- ✦ No jeans, T-shirts or tank tops.
- ✦ Clothes should fit student appropriately. Baggy or tight clothing will not be considered as part of the dress code.
- ✦ Students must be in uniform when entering the school building through the B4 entrance.
- ✦ Solid black or white shoes or solid black or white sneakers (meaning entirely black or white) are acceptable.
- ✦ All accessories must be black and white; including belts, ties and sweaters.
- ✦ No hats, headbands, scarves, do-rags, or other headgear is to be worn. (NYC city school policy)
- ✦ There will be no wearing of any colors/articles of clothing or accessories (i.e. scarves, beads, locket, key chains, etc) identifying affiliation or membership with gangs. Identifying handshakes and signals are similarly prohibited.
- ✦ Gym clothing is also in uniform.
- ✦ Dress code should be visible and not hidden under layers of outerwear.
- ✦ Uniforms cannot be stored in the lockers
- ✦ Outer clothing (hoodies, jackets, etc) must be hung in school assigned lockers.
- ✦ Students may change in the student lavatories before leaving school

No Hoodies can be worn during the school day.

***For the first two months of school, students out of dress code will not be allowed in classes. They will serve a full day detention in the office and their absences will be unexcused for each class.

Students are expected to dress according to the code daily and will not be allowed in

class unless appropriately attired. Students will be sent to the main office. If available, students will be loaned a school-owned white collared shirts or black pants to wear for the day. Students who do not follow dress code will have their cell phone confiscated for two days.

School Telephone Policy:

Cell phones are prohibited in the Park West Campus. No cell phones, pagers, text messaging or other electronic devices should be used during school hours. Students caught with cell phones will have them confiscated.



- ✦ Cell phones discovered during school hours will be confiscated and remain in custody of FHS until:
 - ✦ A parent comes to the school office to retrieve it;
 - ✦ Or it will be returned to the student after being held for two weeks
 - ✦ No phone calls are to be made on school phones without staff permission

No personal calls are to be received through school phones unless for a family emergency

Portable Audio/Video/Game Policy:

Walkmans, disc players, iPods, MP3 players and other portable music and/or video and gaming devices are prohibited within the Park West Campus and should not be used or visible during school hours. Students caught with these devices risk having them confiscated.

- ✦ Portable audio/video/game players discovered during school hours will be confiscated and remain in the custody of FHS until:
 - ✦ A parent comes to the school office to retrieve it;
 - ✦ Or it will be returned to the student after being held for two weeks.

If items are confiscated, Facing History is not responsible if they are lost or stolen.

Plagiarism Policy:

Plagiarism means taking the words or ideas of another person and presenting them as if they were your own work. FHS believes in the importance of students presenting their own ideas in their work.

If a student uses someone else's work – either from another student, a book or the internet - that person must receive proper credit for their ideas. Students will learn the proper procedure to cite outside sources in their classes at FHS.

If a student improperly uses or plagiarizes the work of another, they risk suspension, failing the assignment, receiving a lower grade or not earning credit in that academic subject.

Vandalism Policy:

Students will respect the physical environment of our school. No deliberate damage to the school or another person's property is permitted (including graffiti).

Acts of vandalism within the school community are first subject to investigation by school officials to determine severity and consequences.

Students that vandalize school/community property will complete mandatory community service and depending on severity of damage caused may be liable for arrest and/or suspension or possible expulsion from FHS.

Leaving School Grounds:

No student may leave the Park West Campus before their last period class unless (this includes lunchtime):

- ✦ A parent sends a note to the advisor. The note will be confirmed with a phone call to the parent.
- ✦ Students are expected to eat lunch in the school cafeteria and not leave the Park West Campus.

Consequences of Policy Violations

The following are examples of various levels of consequences. Depending on the violation, certain levels may be skipped or other consequences may apply:

First level: A referral slip (see attached) stating violation is sent to the advisor. The student will meet with the advisor and possibly the academic teacher to discuss the incident. The parent/guardian is notified of violation and meeting by advisor.

Second level(1st contract): A referral slip stating violation is sent to advisor and student may meet with Dean. Parent/guardian is asked to attend meeting with student and advisor. "Level One" contract is discussed and signed by student.

Third level(2nd contract): If contract is broken, referral slip is given to Dean that day. Parent, student, advisor and Principal meet and create new contract. Both parent and student sign revised "Level Two" contract.

Fourth level(Superintendent's office): If contract is broken a second time, a referral slip is sent to Dean. The same day issue is brought to attention of superintendent's office. Student faces possible removal from school

Possible means of intervention (for use in contracts)

- ✦ Mediation
- ✦ Family conference
- ✦ Counseling
- ✦ Detention (during lunch or after school)

- ✦ Community Service
- ✦ In-House suspension
- ✦ Principal suspension

From the Chancellor's Regulations:

Violence Policy:

- ✦ FHS believes the school is a safe space for students to grow and learn. Therefore there will be no physical or verbal violence (including threatening or harassing language) among members of the community at any time.
- ✦ Acts or threats of violence within the school community are first subject to investigation by school officials to determine severity and consequences.
- ✦ Students who use physical and verbal violence within the school community may be subject to arrest and/or suspension or possible expulsion from FHS.

Weapons Policy:

- ✦ Possession of a weapon on school grounds is in violation with the rules of FHS and the New York City Department of Education. Weapons of any kind that threaten or endanger members of the FHS community are prohibited.
- ✦ Anyone within the school community found in possession of a weapon may be subject to arrest and/or suspension or possible expulsion from FHS.

Harassment Policy:

Students shall not harass other students, school employees, persons that are guests of the school or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, ethnic or religious nature that are offensive.

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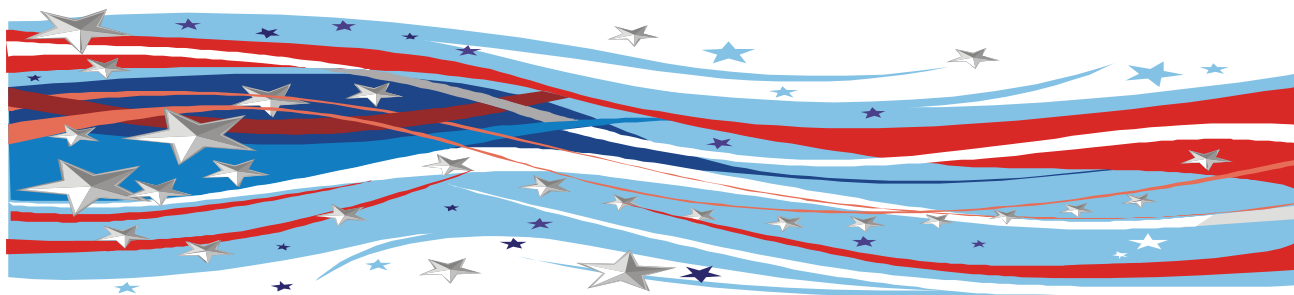
Harassment of a racist, homophobic or sexist nature towards students, staff or visitors will not be tolerated.

- ✦ Acts or threats of harassment of any nature within the school community are first subject to investigation by school officials to determine severity and consequences.
- ✦ Individuals who harass members of school community may be subject to arrest and/or suspension or possible expulsion from FHS.

Drug/Alcohol/Cigarette Policy:

The Facing History School is a drug and alcohol free community. Drugs, alcohol, or tobacco of any kind are not allowed on school property.

- ✦ Drugs or alcohol use (either on school premises or attending school under the influence of drugs or alcohol) or sale by students are first subject to investigation by school officials to determine severity and consequences.
- ✦ Students who use or sell drugs or alcohol within the school community may be subject to arrest and/or suspension or possible expulsion from FHS.



FHS Schedule 2008-2009

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Check-in 8:15-8:20				
D 8:25-9:35 GYM (WE ENTER 8:45) WE AND THEY	C 8:25-9:35 FRENCH	D 8:25-9:25 GYM (WE ENTER 8:45) WE AND THEY	B 8:25-9:35 FRENCH SPANISH	A 8:25 – 9:35 FRENCH SPANISH
C 9:40-10:50 FRENCH	D 9:40-10:50 WE AND THEY VIDEO & VISUAL ARTS PHOTOGRAPHY	C 9:30-10:30 FRENCH	D 9:40-10:50 WE AND THEY VIDEO & VISUAL ARTS PHOTOGRAPHY	B 9:40 – 10:50 FRENCH SPANISH
10:55 - 11:35 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Kelly , Chris T, Kim , Courtney	10:55 - 11:35 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Josetz,, Kim, Courtney, Mark	B 10:35-11:35 FRENCH SPANISH	10:55 - 11:35 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Josetz, Kim, Courtney, Mark	10:55 - 11:35 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Christ T, Kim, Courtney, Rita
11:40 – 12:20 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Josetz, Kim, Courtney	11:40 – 12:20 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Josetz, Kim, Courtney, Egerbo	A 11:40 – 12:40 FRENCH SPANISH	11:40 – 12:20 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Josetz, Kim, Courtney, Mark	11:40 – 12:20 ADVISORY (1 ST & 3 RD YEAR) LUNCH (2 ND & 4 TH) Lunch Duty: Josetz, Kim, Courtney, Mark
B 12:25-1:35 FRENCH SPANISH	A 12:25-1:35 FRENCH SPANISH	12:45 – 1:00PM In Class Bagged Lunches Rotate 5 rooms supervision TBD	A 12:25-1:35 FRENCH SPANISH	C 12:25-1:35 FRENCH
E 1:40-2:50 SPANISH AUDIO – PRODUCTION THEATRE & DRUMMING HEALTH	E 1:40-2:50 SPANISH DANCE & VIDEO PHOTOGRAPHY VISUAL ARTS HEALTH	STAFF MEETING 1:00-4:00	E 1:40-2:50 SPANISH DANCE & VIDEO PHOTOGRAPHY VISUAL ARTS HEALTH	E 1:40-2:50 SPANISH AUDIO – PRODUCTION THEATRE & DRUMMING HEALTH
F 2:55-4:05 WILSON GYM & AUDIO – PRODUCTION THEATRE & DRUMMING	F 2:55-4:05 WILSON DANCE GYM		F 2:55-4:05 WILSON DANCE GYM	F 2:55-4:05 WILSON GYM & AUDIO – PRODUCTION THEATRE & DRUMMING
No A	No B	No E & F & No Advisory	No C	No D



The Facing History School Calendar 2008-2009

SEPTEMBER 2008

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- Sept. 1:** No School – Labor Day
Sept 2: First day of School – Half Day for students 8:25 – 12:30
Sept 4: Eligibility for Field Day begins
Sept 8: Studio Classes begin
Sept. 24: Curriculum night 6-7:30 Each team must submit a letter introduction. You will get a format to create course blurbs.
Sept. 26: School wide Field Day at Central Park
Sept 30: No School – Rosh Hashanah

OCTOBER 2008

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- Oct. 1:** No School – Rosh Hashanah
 Emergency lesson Plans due to Gillian (3 different plans)
Oct. 3: School Wide Field Trip to "One" @ Alvin Ailey Theater
Oct. 6: Mid-Cycle #1 Grades Due
Oct. 8: Parent Night Meeting, 5:30 – 8:00 pm
Oct. 10: Student work due for CFI students for cycle 1 midcycle
Oct. 9: No School – Yom Kippur
Oct. 13: No School – Columbus Day
Oct. 14: Last day to register students to present Panels for Cycle 1
Oct. 15: PSAT – all grades. All day.
Oct. 24: NYC Open School Afternoon – ½ day for students
Oct. 31: Halloween Celebration and Community Lunch-morning classes

NOVEMBER 2008

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Nov. 4:** No Class – Professional Development Day
Nov.10: End Cycle #1 Grades Due
 Cycle #2 Begins – Eligibility for Winter Spring Break begins
Nov.11: No School – Veteran's Day
Nov.12: Cycle I CFI work due, this work should address all phases as outlined in our looking at student work document.
Nov.17 – 21 Open School Week
 Team classroom inter-visitations
Nov.17: Cycle 1 Awards Ceremony –
 9:30 – 9:40 – Advisory, bring students to auditorium
 9:40 – 10: 50 – Ceremony
Nov.24: Tentative Career Day Afternoon 12:25 – 3:00
 Schedule – D, C, Advisory no time change



The Facing History School Calendar 2008-2009

DECEMBER 2008

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec. 15: Mid-Cycle #2 Grades Due

Dec. 15 – 19: Winter Spirit Week

Dec. 17: Parent Night Meeting, 5:30 – 8:00 pm

Last day to register students to present Panels for Cycle II

Dec. 18: Student work due for CFI students for cycle 2 midcycle:

Dec. 19: Advisory Field Trip and Winter Community Lunch

Dec. 24-Jan 2: No School – Winter Recess

JANUARY 2009

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan. 1-2 No School – Winter Recess

Jan. 5 – 14 Department classroom inter-visitation

Jan. 15: Team 1 Present in D block classes, ½ day

Jan. 16: Team 2 Present in D block classes ½ day

Jan. 19: No School – Martin Luther King Jr. Day

Jan. 20: 10th grade Humanities portfolios ½ day

Portfolio Presentations 9am – 12:00- All students 12:25 – 4:05

Jan. 22: 10th grade Math portfolios, ½ day A, E, F Block

Portfolio Presentations 9am – 12:00

All students come in 12:25 – 4:05 (presenting students do not go home)

Jan. 23: Last day of classes, ½ day panels in the afternoon

B, C and Advisory (no time change) Dismissal 12:20 Panels begin at 12:45

Jan. 26: Cycle II CFI work due

Jan. 26-29: New York State Regents Week

Jan. 30: End-Cycle #2 Grades Due

FEBRUARY 2009

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb. 2: No Classes – Professional Development Day

Feb. 3: Cycle #3 Begins

Spring Term Begins

Half Day Advisory and 3 classes day ends at 1:35

Feb. 5: Half Day Advisory and 3 classes day ends at 1:35

Feb. 10: Cycle II Awards Ceremony

9:30 – 9:40 – Advisory, bring students to auditorium

9:40 – 10: 50 – Ceremony

Feb. 13: Annual School Ice Skating Trip @ Chelsea Piers – all students eligible (must not owe detention)

Feb. 16-20: No School – Mid-Winter Recess



The Facing History School Calendar 2008-2009

MARCH 2009

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Mar. 9:** Mid-Cycle #3 Grades Due
Mar. 11: Student work due for CFI students for cycle 3 midcycle
 Parent Night Meeting, 5:30 – 8:00 pm
Mar. 12: Last day to register students to present Panels for Cycle III
Mar. 27: NYC Open School Afternoon - ½ day for students
 8:25 – 9:25 A Block
 9:30 – 10:30 B Block
 10:35 – 11:35 C Block
 11:40 – 12:40 E Block
Mar. 31-April 3: 11th Grade Step Up Trip

APRIL 2009

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Apr. 8:** 10th Grade Step Up Trip
Apr. 9: End Cycle #3 Grades Due/Cycle 3 ends
Apr. 9-17: No School – Spring Recess
Apr. 20: CFI work due for cycle III
Apr. 20: Eligibility for Spring Spirit Week begins
Apr. 20: Cycle #4 Begins
Apr. 23: Cycle III – awards ceremony
 12:20 – 12:30 – Advisory bring students to auditorium
 12:30 – 1:35 Awards Ceremony

MAY 2009

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- May 15:** Mid-Cycle #4 Grades Due
 Last day to register students to present Panels for Cycle IV
May 18: Student work due for CFI students for cycle 3 midcycle:
May 18 – 22: Spring Spirit Week
May 20: Parent Night Meeting, 5:30 – 8:00 pm
May 25: No School - Memorial Day



The Facing History School Calendar 2008-2009

JUNE 2009

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 4: No Classes – Professional Development Day

June 5: Senior Prom (tentative)

June 10: Class Instruction Ends

June 11: Team 1 presentations in the morning
10th grade Science Portfolio in the afternoon
Senior Award Ceremony – 6 – 8pm (location tbd)

June 12: 10th grade English Portfolio in the morning

Team 2 presentations in the afternoon

June 15: Foreign Language Portfolios in the morning

Panels in the afternoon

June 16-26: New York State Regents Week

June 18-19: 9th Grade Step Up Trip

June 25: Cycle 4 awards ceremony – awards presented by seniors 9am

June 26: Last Day of School/Cycle #4 Ends/
Graduation (tentative)

JULY 2009

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 29 – July 2: Staff Professional Development 9am – 5pm

July 6 – July 17: Summer Bridge Monday – Friday 9:00am – 12:30pm

AUGUST 2009

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Facing History Student Handbook Contract

I, _____ (student name) and
my parent/guardian, _____
(parent/guardian name) have completely read and fully understand the mission, vision
and policies of The Facing History School. As a student, I will be held accountable for
my behavior and will strive to help create and maintain an excellent learning commu-
nity.

Signed,

_____ (student signature)

_____ (date)

_____ (parent/guardian signature)

_____ (date)

